

## The University of South Dakota Course Offerings

### A special education endorsement requires:

- 1) Teacher certification and three years of general classroom teaching experience, or special education certification and one year of special education teaching experience;
- 2) The passage of the state special education teacher licensing examination; and
- 3) A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement.

CEC Standards	Matching Coursework
<b>Standard 1 - Foundations</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Models, theories, and philosophies that form the basis for special education practice.</li> <li>Laws, policies, and ethical principles regarding behavior management planning and implementation.</li> <li>Relationship of special education to the organization and function of educational agencies.</li> <li>Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</li> <li>Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</li> <li>Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</li> <li>Family systems and the role of families in the educational process.</li> <li>Historical points of view and contribution of culturally diverse groups.</li> <li>Impact of the dominant culture on shaping schools and the individuals who study and work in them.</li> <li>Potential impact of differences in values, languages, and customs that can exist between the home and school.</li> </ul> <b>Skill:</b> <ul style="list-style-type: none"> <li>Articulate personal philosophy of special education.</li> </ul>	<ul style="list-style-type: none"> <li><b>Must have one of the following:</b> SPED 100 or SPED 300 or 405 or 703</li> <li><b>May also include:</b> SPED 460 or 705</li> <li><b>May also include:</b> SPED 200 or 710 or 730 or 740</li> </ul>
<b>Standard 2 - Development and Characteristics of Learners</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Typical and atypical human growth and development.</li> <li>Educational implications of characteristics of various exceptionalities.</li> <li>Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.</li> <li>Family systems and the role of families in supporting development.</li> <li>Similarities and differences of individuals with and without exceptional learning needs.</li> <li>Similarities and differences among individuals with exceptional learning needs.</li> <li>Effects of various medications on individuals with exceptional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Must have at least one of the following:</b> SPED 100 or SPED 300 or 405 or 703</li> <li><b>Must have at least one of these:</b> SPED 200 or 710 or 730 or 740</li> <li><b>Must have one of the following:</b> EPSY 422 or 440 or 427 or 522 or 527 or 540</li> </ul>
<b>Standard 3 - Individual Learning Differences</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Effects an exceptional condition(s) can have on an individual's life.</li> <li>Impact of learners' academic and social abilities, attitudes,</li> </ul>	<ul style="list-style-type: none"> <li><b>Must have one of the following:</b> SPED 100 or 300 or 405 or 460 or 705</li> <li><b>Must have at least one of</b></li> </ul>

<p>interests, and values on instruction and career development.</p> <ul style="list-style-type: none"> <li>• Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.</li> <li>• Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.</li> <li>• Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</li> </ul>	<p><b>the following:</b> SPED 200 or 710 or 730 or 740</p>
<p><b>Standard 4 - Instructional Strategies</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use strategies to facilitate integration into various settings.</li> <li>• Teach individuals to use self assessment, problem solving, and other cognitive strategies to meet their needs.</li> <li>• Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.</li> <li>• Use strategies to facilitate maintenance and generalization of skills across learning environments.</li> <li>• Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.</li> <li>• Use strategies that promote successful transitions for individuals with exceptional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Must have one of the following:</b> SPED 432 or 420 or 731 <b>Or 2 of the following—</b> 711/741/720/526/702</li> <li>• <b>Must have 417 or 517 (for secondary level endorsement)</b></li> </ul>
<p><b>Standard 5 - Learning Environments and Social Interactions</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Demands of learning environments.</li> <li>• Basic classroom management theories and strategies for individuals with exceptional learning needs.</li> <li>• Effective management of teaching and learning.</li> <li>• Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.</li> <li>• Social skills needed for educational and other environments.</li> <li>• Strategies for crisis prevention and intervention.</li> <li>• Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</li> <li>• Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.</li> <li>• Ways specific cultures are negatively stereotyped.</li> <li>• Strategies used by diverse populations to cope with a legacy of former and continuing racism.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.</li> <li>• Identify realistic expectations for personal and social behavior in various settings.</li> <li>• Identify supports needed for integration into various program placements.</li> <li>• Design learning environments that encourage active participation in individual and group activities.</li> <li>• Modify the learning environment to manage behaviors.</li> <li>• Use performance data and information from all stakeholders to make or suggest modifications in learning environments.</li> <li>• Establish and maintain rapport with individuals with and without exceptional learning needs.</li> <li>• Teach self-advocacy.</li> <li>• Create an environment that encourages self-advocacy and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Must have one of the following:</b> SPED 260 or 715</li> <li>• <b>May also have:</b> SPED 432 or 420 or 731</li> </ul>

<p>increased independence.</p> <ul style="list-style-type: none"> <li>• Use effective and varied behavior management strategies.</li> <li>• Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.</li> <li>• Design and manage daily routines.</li> <li>• Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.</li> <li>• Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.</li> <li>• Structure, direct, and support the activities of paraeducators, volunteers, and tutors.</li> <li>• Use universal precautions.</li> </ul>	
<p><b>Standard 6 - Language</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Effects of cultural and linguistic differences on growth and development.</li> <li>• Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.</li> <li>• Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.</li> <li>• Augmentative, alternative, and assistive communication strategies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use strategies to support and enhance communication skills of individuals with exceptional learning needs.</li> <li>• Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Must have</b> SPED 460 or 705</li> <li>• <b>Must have</b> SPED 432 or 420 <b>OR have two of the following:</b> SPED 416 or 711 or 731 or 741 or 720 or 426 or 526</li> </ul>
<p><b>Standard 7 - Instructional Planning</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Theories and research that form the basis of curriculum development and instructional practice.</li> <li>• Scope and sequences of general and special curricula.</li> <li>• National, state or provincial, and local curricula standards.</li> <li>• Technology for planning and managing the teaching and learning environment.</li> <li>• Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.</li> <li>• Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.</li> <li>• Involve the individual and family in setting instructional goals and monitoring progress.</li> <li>• Use functional assessments to develop intervention plans.</li> <li>• Use task analysis.</li> <li>• Sequence, implement, and evaluate individualized learning objectives.</li> <li>• Integrate affective, social, and life skills with academic curricula.</li> <li>• Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.</li> <li>• Incorporate and implement instructional and assistive technology into the educational program.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Must have</b> SPED 432 or 420 <b>or have two of the following</b> SPED 711, 731, 741, or 720 or 426 (secondary level endorsement) or 526 (secondary level endorsement)</li> </ul>

<ul style="list-style-type: none"> <li>• Prepare lesson plans.</li> <li>• Prepare and organize materials to implement daily lesson plans.</li> <li>• Use instructional time effectively.</li> <li>• Make responsive adjustments to instruction based on continual observations.</li> <li>• Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.</li> </ul>	
<p><b>Standard 8 – Assessment</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Basic terminology used in assessment.</li> <li>• Legal provisions and ethical principles regarding assessment of individuals.</li> <li>• Screening, prereferral, referral, and classification procedures.</li> <li>• Use and limitations of assessment instruments.</li> <li>• National, state or provincial, and local accommodations and modifications.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Gather relevant background information.</li> <li>• Administer nonbiased formal and informal assessments.</li> <li>• Use technology to conduct assessments.</li> <li>• Develop or modify individualized assessment strategies.</li> <li>• Interpret information from formal and informal assessments.</li> <li>• Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.</li> <li>• Report assessment results to all stakeholders using effective communication skills.</li> <li>• Evaluate instruction and monitor progress of individuals with exceptional learning needs.</li> <li>• Develop or modify individualized assessment strategies.</li> <li>• Create and maintain records.</li> </ul>	<ul style="list-style-type: none"> <li>• Must have SPED 431 or SPED 780</li> <li>• May also have SPED 350 or 702 or 711 or 731 or 741</li> </ul>
<p><b>Standard 9 - Professional and Ethical Practice</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Personal cultural biases and differences that affect one's teaching.</li> <li>• Importance of the teacher serving as a model for individuals with exceptional learning needs.</li> <li>• Continuum of lifelong professional development.</li> <li>• Methods to remain current regarding research-validated practice.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Practice within the CEC Code of Ethics and other standards of the profession.</li> <li>• Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.</li> <li>• Act ethically in advocating for appropriate services.</li> <li>• Conduct professional activities in compliance with applicable laws and policies.</li> <li>• Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</li> <li>• Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.</li> <li>• Practice within one's skill limit and obtain assistance as needed.</li> <li>• Use verbal, nonverbal, and written language effectively.</li> <li>• Conduct self-evaluation of instruction.</li> <li>• Access information on exceptionalities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Must have</b> SPED 441 or SPED 709</li> <li>• <b>Must have</b> SPED 460 or 705</li> </ul>

<ul style="list-style-type: none"> <li>• Reflect on one's practice to improve instruction and guide professional growth.</li> <li>• Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.</li> </ul>	
<p><b>Standard 10 - Collaboration</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Models and strategies of consultation and collaboration.</li> <li>• Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.</li> <li>• Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.</li> <li>• Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Maintain confidential communication about individuals with exceptional learning needs.</li> <li>• Collaborate with families and others in assessment of individuals with exceptional learning needs.</li> <li>• Foster respectful and beneficial relationships between families and professionals.</li> <li>• Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.</li> <li>• Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.</li> <li>• Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</li> <li>• Use group problem solving skills to develop, implement and evaluate collaborative activities.</li> <li>• Model techniques and coach others in the use of instructional methods and accommodations.</li> <li>• Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.</li> <li>• Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.</li> <li>• Observe, evaluate and provide feedback to paraeducators.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Must have:</b> SPED 460 or 705</li> <li>• <b>Must have:</b> 441 or 709</li> </ul>
<b>K-8 Practicum –3 credit hours</b>	• <b>SPED 495 or 794</b>
<b>7-12 Practicum –3 credit hours</b>	• <b>SPED 495 or 794</b>
<b>K-12 Practicum—4 credit hours (2 hours at each level)</b>	• <b>SPED 495 or 794</b>